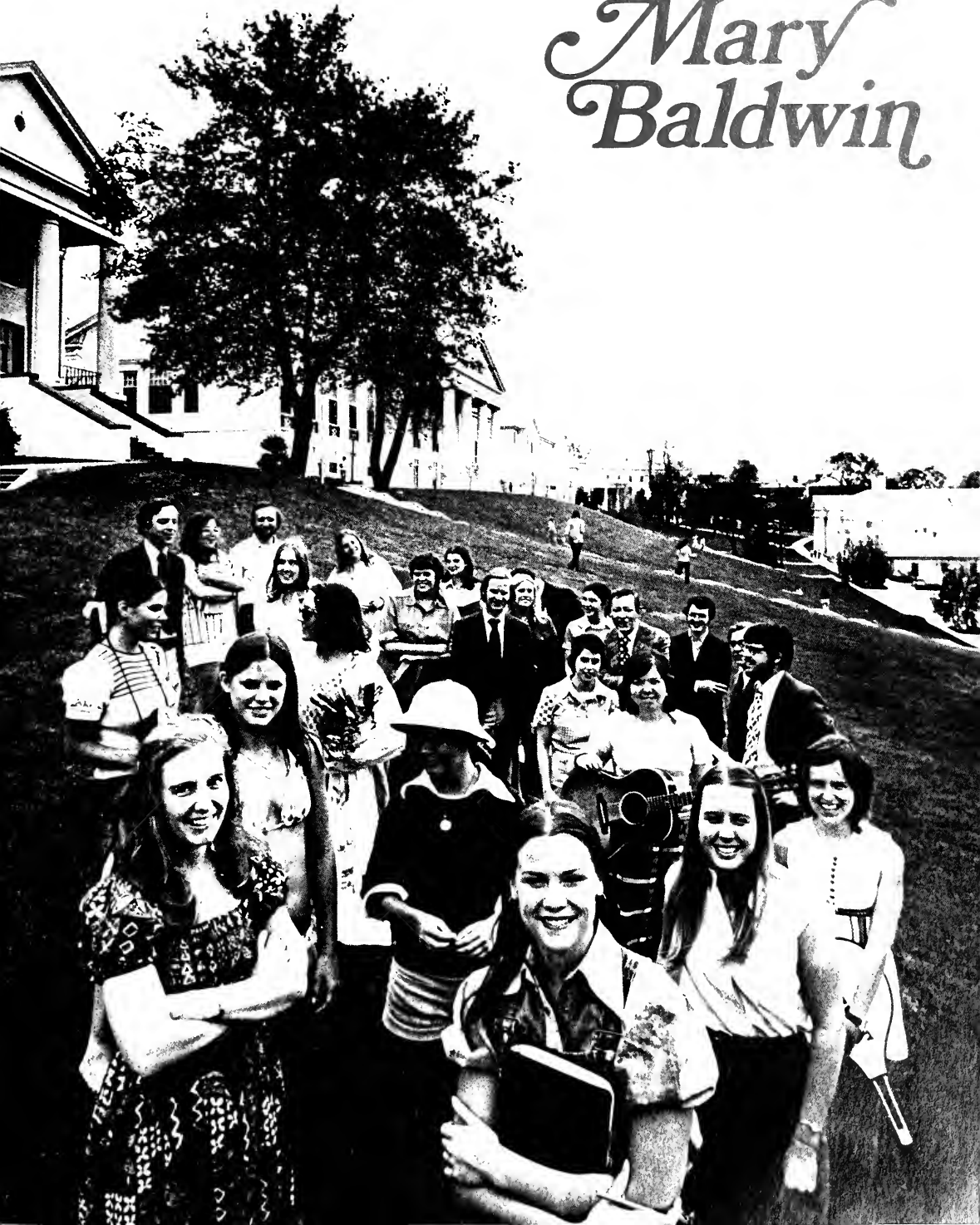


Mary Baldwin





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Editor: *Dolores Lescure • Vol. XXI, No. 7, Dec. 1973.*

Issued 7 times a year, February, April, May, June, September, October and December by Mary Baldwin College, Box 2445, Staunton, Virginia 24401. Second Class postage paid at Staunton, Virginia 24401, and at additional mailing offices.

ALUMNAE HOMECOMINGS on April 26, 27, 28

PLAN TO COME!

Reunions of 1914, 1919, 1924, 1929, 1934, 1939, 1944,
1949, 1954, 1959, 1964, 1969 and 1973



New Dimensions in the Liberal Arts

How Mary Baldwin Educates Young Women for Opportunity in the '70's

By DR. MARJORIE B. CHAMBERS
Academic Dean

Beginning in September 1974 Mary Baldwin will implement an educational program which gives a new dimension to its commitment to prepare women for tomorrow's world. The new structures and program possibilities may be summarized, in fact, as five new dimensions.

1. The academic calendar is divided into five terms.

2. Faculty structure is in coherent, integrated divisions, rather than traditional departments.

3. Each student has a responsible part in designing her program of studies, according to her specific interests, goals, and abilities.

4. Interdisciplinary studies at different levels provide breadth and continuity to the traditional courses.

5. The grading system measures a student's competency according to goals established at the beginning of each course.

These are a lot of innovations in one sweep. None of them was adopted lightly. Our self-study and planning were rewarded in late December by recognition of the Andrew W. Mellon Foundation which granted Mary Baldwin \$75,000 to support the implementation of "New Dimensions." The grant is to be expended in not less than two nor more than three years.

But let's start at the beginning: Over the past two years Mary Baldwin has been moving toward a renewal of its educational program. Our concerns and studies have embraced curriculum and faculty organization; improvement and evaluation of teaching and advising; career planning, and short term experiential opportunities.

On October 22, 1973, the faculty voted to adopt the above "dimensions" constituting a new educational pattern. The pattern was the result of 18 months' study and work by the stand-

ing faculty committee on Educational Policy and an *ad hoc* committee appointed by the Academic Dean for the Improvement and Evaluation of Teaching. Both committees had student members. Four faculty members from these committees worked during the summer of 1973 to bring the recommendations into the form of a coherent document for presentation to the faculty.

Certain beliefs underlie the shaping of these new dimensions:

1. That the goal of a liberal arts education should be a knowledgeable individual, capable of self-determination, who can make well-founded judgments, can express herself effectively, is committed to continuing learning, and has developed a sense of social and human responsibility.

2. That women are the intellectual equals of men.

3. That as a consequence of their socialization within a limited range of expectations, women tend to underestimate their intellectual abilities and underutilize them.

4. That education in the liberal arts remains the best means for developing the flexibility of mind which is both analytic and synthetic, and thus competent to deal with the demands of new and changing situations.

5. That education in the liberal arts has unexploited possibilities for preparing women for a variety of careers and positions of responsibility.

6. That a college for women is in a favored position to strengthen the preparedness of women for the increasing opportunities open to them, and has a responsibility to do so.

The new educational pattern is based upon a restructuring of the faculty into five divisions, which replace the traditional departmental organization.

A table showing this organization appears with this article.

The Divisional coordinators will serve jointly as a curriculum committee, carry out certain of the duties formerly unnecessarily duplicated by 17 department chairmen, and, with the Academic Dean, approve and supervise non-traditional programs of study. Duties pertaining solely to individual disciplines will continue to be carried out by members of the disciplines.

The divisional structure will enable faculty and students to be a community of scholars, will bridge the artificial boundaries between disciplines, and will foster coherence and comparison in the acquisition of knowledge as the norm, rather than the exception. Traditional discipline majors will continue to be offered within the divisions, and they will be strengthened by a structure which increases the awareness that similar problems arising in different fields may be thought about in mutually supportive and enlightening ways.

DEAN CHAMBERS



DIVISION I—*Arts and Humanities* (Art, Dance, Drama, Film, Language, Linguistics, Literature, Music, Philosophy, Religion), *Dr. Ben H. Smith, Jr., coordinator.*

DIVISION II—*Social Sciences and Historical Studies* (Anthropology, Economics, Geography, History, Political Science, Sociology), *Dr. Patricia H. Menk, coordinator.*

DIVISION III—*Natural and Theoretical Sciences* (Biology, Chemistry, Mathematics, Physics, Psychology), *Dr. Ellen Vopicka, coordinator.*

DIVISION IV—*Professional Training Programs and Experiential Learning* (Education, Internships, Physical Education, Social Work, Special Education), *Dr. Donald Thompson, coordinator.*

DIVISION V—*Interdisciplinary Studies* (Freshman Program, Honors Colloquia, Area Studies, Women's Studies, Interdivisional Studies), *Dr. Joanne C. Ferriot, coordinator.*

A new calendar provides for varied lengths and types of learning experience. The academic year will be divided into five terms: two six-week terms in the fall, a four-week January term, and two six-week terms in the spring. The total time of the college session will be the same as now with a two-semester calendar. The contact hours in the classroom will be the same. In the fall and spring, courses may run for 12 weeks in the normal semester pattern or for six weeks in concentrated form. The January term will be structured for concentrated study in one area and will allow for a variety of options, including regular course offerings, experimental courses, off-campus courses under the direction of a faculty member, supervised internships in business and government, and directed independent study.

Under a new grading system, clearly stated objectives for all courses will describe what the student must know or be able to do at the completion of the course. Meeting those objectives will ensure a grade of C, indicating competency. Grades of B and A will designate superior and outstanding accomplishments. Failure to meet the objectives will result in a designation of No Credit, which will be recorded

on the student's transcript and figure in her grade point average. Under certain conditions a student who has not quite achieved competency at the end of the course but who, in the judgment of her instructor, is within reach of it, may contract with the instructor to continue work toward competency within the next calendar term and thus attain a grade of C.

Graduation requirements will consist of the satisfactory completion of 36 courses. A minimum of 9 of these must form a coherent concentration or "major." Two of the 36 may be in Physical Education. A recommended program of study will be provided for those students who feel the need of a structure to follow, but there will be no general education requirements for all students.

The Division of Interdisciplinary Studies has been created to provide for features of the educational process that the former departmental structure was unable to implement. We believe that properly designed interdisciplinary work at different levels and times will provide not only the breadth which general education courses traditionally supplied, but also the coherence which they did not adequately provide. Survey courses do provide coherence with-

in a discipline, and these will continue to be offered. They do not, however, furnish the necessary steps by which continuity in the educational process is achieved. Under this Division we plan a pilot program of freshman studies, a limited number of cross-disciplinary courses to be offered as electives at an intermediate level, and one or more seminars for seniors completing interdisciplinary concentrations.

Coherence is never complete, yet practice in "making sense of things" in the process of one's identity formation in the college years is especially important for young women. Women have not received the same encouragement as men to be aggressive in forming intellectual syntheses, although they are equally capable. Among the forms of coherence that selected and appropriately timed interdisciplinary work will promote are the bringing of different perspectives to bear on a single problem, the discovery of similarities and differences in methods of inquiry, and the application of a set of conceptual skills in a field other than the one in which they were acquired.

The optional program of freshman studies will offer an opportunity for attempts at synthesis at a level appropriate to the entering student's experience and knowledge, and will be designed to acquaint her early in her educational career with options for her further development which she might not otherwise have considered. The course will occupy one-half of the student's time for 12 weeks and will be limited to 55 students for the pilot course. It will be taught by four faculty members from different disciplines, and display the interconnectedness of learning. It will include a series of lectures by other faculty members, each of whom will define his subject area and speak to frontier work, areas of particular interest, and vocational possibilities. The course will be designed to meet the cognitive and affective needs of the students through



Barbara Young, a senior from Paducah, Ky., as a member of the Educational Policy Committee was instrumental in drafting the "New Dimensions." One of the best aspects, she observes, is that:

"Each student is being asked to re-evaluate the kinds of experiences she hopes to have during her college career. The concept of choice has become basic, rather than incidental, to the educational experience; various plans of study are no longer required, but *recommended*. . . . An educational experience for the Mary Baldwin student now will encourage her to establish a fundamental understanding of the nature of learning and, as a result, a fundamental understanding of those things that are valuable to herself."

close work with the three faculty members in and outside the classroom. The content and mode of teaching shall be such that they demand examination of the values and beliefs the student brings with her to college and require her to learn to articulate her ideas effectively in both oral and written form. The goals of the course will be progress toward self-knowledge and self-confidence, as well as knowledge of educational possibilities.

The new dimensions provide a greater degree of flexibility so that the needs and interests of individual students can be met, but more importantly, they require each woman to take a responsible part in choosing the form of her education. She will thus be forced to become goal oriented and plan her study in the light of possible vocations she might prepare for. She will also have ample opportunity to explore areas unknown to her and develop new interests.

We believe that the new dimensions will create an atmosphere of intellectual excitement and will make for heightened effectiveness in teaching and learning. Successful implementation will require much work, and some re-training of faculty. We see the primary needs to be a greatly strengthened system of faculty advising of students, and training for faculty in the means of evoking and dealing with heightened career awareness among women through both subject matter and modes of teaching. In all aspects we must continue research and experimentation in ways to help young women overcome their tendency to underrate themselves which hinders them in competition with men for positions of responsibility and narrows their range of expectations.



Lucy Fairchild, daughter of an alumna and an Honor Scholar from Reidsville, N. C., was a sophomore member of the Educational Policy Committee. Though admittedly at first opposed to change, she now is "overwhelmingly" enthused about finishing her Mary Baldwin education under a new plan.

"I like the flexibility. Students are much freer to, and therefore more likely to, design their own program of study. I think it is a responsibility the student should handle.

"I like the emphasis on interdisciplinary and interdivisional study. After my exciting experiences in the freshman Honors Colloquium, I was amazed at the relationships among different branches of knowledge. The new curriculum emphasizes these underlying relationships through a divisional, rather than a departmental, structure.

"There is concern that students will not branch out into several disciplines without the prodding of area requirements. I think this is unwarranted because no student wants to limit herself to a single area, even if she did, advisors always stress the need for variety in the student's program."

Faculty committees are now investigating ways to help the faculty become cognizant of the entire curriculum and its contents and to provide information about techniques of advising and teaching. A handbook for faculty advisors will be produced, and a series of workshops on aspects of teaching and advising are being planned. There must be a new understanding of the role of the teacher of young women, so that they are helped to overcome some of the built-in psychological barriers to achievement. Ongoing faculty discussions throughout the process of designing the new dimensions have done much to heighten faculty awareness, but there must be formal measures to assure continuing progress.

The means for evaluation of the new program are under study. Various tests will be administered to a random sample of students before the inception of the new program for comparison

with subsequent testing. The best standard tools available will be used. Continual formal and informal evaluation will be planned for the first three years and a comprehensive evaluation at the end of the fourth.

Extra-curricular means of encouraging women to explore career opportunities are carried out by the Office of Career Planning and Placement and by the Director of Student Life. For several years the Career Office has arranged for short internships (one week on the average) in business and industry. So far, more than 80 students have been placed in a variety of companies for a learning-orientation experience. It is our hope to involve more students in this program and to include more types of business. We also plan to bring to the campus successful women who represent various professions and occupations, and can provide role models for our students.

THE TRUSTEES APPROVE:

The Board of Trustees having read, heard, and discussed the plans of the faculty to provide new added dimensions to the structure of the Mary Baldwin College curriculum wishes to go on record as feeling that this move is not only consistent with the objectives and goals of the college but also would enhance the ability of the college to fulfill its responsibilities in the education of women in the '70's.

The Board will continue to be interested in the further development and implementation of this program and offers its counsel and assistance wherever it can be of help.

(Resolution approved October 27, 1973).

CALENDAR, 1974-75

TERMS I AND II

September 11-October 23, *Classes*
 October 24, *Exams for Term I courses*
 October 24-30, *Fall Vacation*
 October 31-December 13, *Classes*
 (Thanksgiving break, November 27-December 1)
 December 14-19, *Final Exams*

TERM III

January 7-31

TERMS IV AND V

February 5-March 18, *Classes*
 March 19, *Exams for Term IV courses*
 March 19-30, *Spring Vacation*
 March 31-May 9, *Classes*
 May 10-15, *Final Exams*
 May 18, *Baccalaureate and Commencement Exercises*

The Faculty Viewpoint:

"New Dimensions" were adopted by the faculty as an educational pattern for Mary Baldwin College after much thoughtful consideration and discussion generated largely by two important committees, one on Educational Policy and the other on the Improvement and Evaluation of Teaching. Research, readings, workshops, open meetings and retreats, all served in the formulation of "New Dimensions."

Four members of the two committees worked during the summer of 1973 to re-think and re-draft the initial proposals from the perspectives of the whole educational process in the liberal arts and sciences and the future of the college as an institution able to attract young women of promise.

Quoting from the faculty statement:

"Fortunately, we as faculty members are no longer complacent; our viewpoints, too, have changed. Some teachers are already trying experimental approaches in the classroom. Most of us are asking, and must continue to ask ourselves and each other hard questions in the light of the situation within and without the college. Are students responding to our teaching? Are they profiting by it? Are positive changes in the intellectual and personal lives of individual students actually taking place? Are our ap-



Dr. Joanne C. Ferriot, chairman of Educational Policy

Dr. Charlotte Hogsett, chairman of the Committee on the Improvement and Evaluation of Teaching



proaches effective? What do we want the students to learn? Have we defined clearly in our own minds the goals we want the students to accomplish and how we plan to reach those goals? Do we have the knowledge, not just of our subject matter, but of our students, of their learning and developmental processes, to help them learn what we want them to know?"

One of the steps in this curricular evolution was a workshop on April 5, 1973 when classes were suspended and the whole college community, students and teachers, joined for an appropriate and inspiring address by Dr. M. Elizabeth Tidball, professor of physiology at the George Washington University Medical Center. (Her remarks on "Teaching: Two Sides of the Coin" are reprinted in this *Mary Baldwin* beginning on page 8.)

The community which is Mary Baldwin spent the day in groups discussing their academic life together: ways of teaching, problems which arise in teaching and learning, obstacles to be faced, and solutions to be found. The workshop was an especially significant experience for students, many of whom said they were pleased to discover the willingness and desire of the faculty to create a situation in which there was a mutual sharing of attitudes and difficulties.

Teaching: Two Sides of the Coin

By DR. M. ELIZABETH TIDBALL

Professor of Physiology

George Washington University Medical Center

*A teacher who thought, as a rule,
That to teach is to be no one's fool,
Found much to surprise her:
The students were wiser
Than anyone else in the school!*

In attempting to focus some thoughts on teaching, I find two facets, two sides of the coin; the first relates primarily, but not exclusively, to concerns of teachers with respect to some of the problems all teachers face; the second relates primarily to considerations arising from the particular students one is involved in teaching. So, beginning with the former, I suggest three factors which come up in virtually any discussion on teaching, and in particular, teaching in the classroom.

The first of these has to do with content—what is taught. In an earlier era we had the notion that breadth of a field could be communicated through a general introductory or survey course, while increasing depth came via the intermediate and advanced courses primarily taken by majors in the department. But that sort of plan has undergone considerable change for several reasons. First, the dissemination of information, especially through the media but in other forms as well, has increased markedly. Thus, what used to be the beginnings of depth has shifted to become general knowledge. Six year olds can identify, discriminate, and spell *brontosaurus* and *tyrannosaurus* thanks to their breakfast cereal enclosures; and eight year olds can give a reasonable explanation of igneous rock formation. Every time a national leader undergoes surgery or suffers a traumatic injury, the major news magazines provide copious and quite accurate details of anatomy, physiology, and even psychology for the laity. So it is a fact of the times that the perceptions of breadth and depth continue to change.

An outgrowth of media-presented education has been the cry for relevance: if a TV advertisement can describe the cough center reflexes, why can't college teachers make courses more interesting, demonstrating also the practical applications and value of what they are trying to teach? Many of us have responded to these challenges. We have tried to be more "relevant," that is, we have tried to prove to students that the content of our discipline is really timely, applicable, and important. And we have designed courses to deal with current topics of interest to the young—ecology, pollution—through special seminars taught at the freshman level and independent study projects for those in the upper classes.

Yet something is missing. We, as teachers, have a hazy feeling that maybe we have lost some vital element along the way. Yet we can't exactly put our finger on it, so we

tend to imagine that the uneasy feeling is merely a concomitant of the change or the rate of change. But I think many of us have moved into the new styles so rapidly, educationally speaking, that we are forgetting something terribly important. The old survey courses, the ones we discarded first, were not, in fact, simply matters of content or breadth of field. They were also the medium through which we communicate the method of the discipline—the method of science or literary criticism or historical analysis. We are, I believe, in danger of confusing true communication with simply instruction or the recitation of facts. For the teacher's real task is to provide clues for an understanding of life, and this she does through the medium of her particular discipline. The student must provide a receptive mind which can perceive the clues and transduce them into the medium most attuned to her being. If the teacher emphasizes facts to the exclusion of clues, or if the student attempts to utilize the clues directly without transduction, the educational process becomes pedantic, pedestrian, and impersonal.

Gibran says it poetically: "The teacher . . . gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter his house of wisdom, but rather leads you to the threshold of your own mind." This is the kind of communication I mean. For only through the revelation of another are we revealed to ourselves. And only when we know and accept ourselves and are at unity within do we become individuals who can communicate meaningfully in the world. Thus it is through content, the breadth and the depth woven together in a coherent whole, that we as teachers are able to reveal the method and the art and, of course, ourselves.

Dr. Tidball, left, and Susan Baughman, student government president, with Dean Chambers



Here, too, is another elusive touchstone of content: coherence. "Getting it all together" is far more difficult to teach than "doing your own thing." While a skillful teacher can demonstrate the latter in the former, the reverse is almost impossible to attain. Specialized, "relevant" courses and independent study run the risk of superficiality as opposed to depth. By superficiality I mean that which is isolated from the rest of its discipline or from other disciplines—the approach of advertising agencies which implies that it is possible to learn everything you always wanted to know about sex simply by reading through a particular book. By contrast, depth and breadth are relational: they are different approaches to understanding the whole, and they are valid to the degree that they are part of a total picture viewed in context even if separately. Courses within a department and among departments should aim to be, like Boccaccio's *Decameron*, stories in a framework. Curricular planning, if it is to result in a worthwhile educational experience, must be just that: a conscious approach to getting it all together at some, and preferably many, points in time and space.

Interestingly enough, I think we are beginning to see the response to our immediate past of isolational studies. Perhaps the coming thrust is not yet perceived for what it really is. But it is, in fact, an old idea merely with a new name. It is called interdisciplinary studies. What I believe we are seeing is that our need, as students and teachers, to get it all together has not been being met by the system we have evolved. So we are now saying that we've got to get some thread of continuity back into the educational process. We are, however, like the Humble tiger—changing our name but not our stripes. Perhaps we are simply moving from the earlier format of survey course (which was intradisciplinary), followed by increasing specialization, to a system in which we present some of the special features first, followed by a kind of survey which is interdisciplinary. If we keep our overall objectives in mind, we should be able to make a satisfactory transition, although I am not certain how we will evaluate our success.

The second component of classroom teaching I shall label enthusiasm. By enthusiasm I do not imply an array of acrobatics, physical or verbal, intended to catch the attention of those present. Rather I mean the communication of one's love of learning and of teaching. It translates in terms which convey that the teacher cares about students' learning and therefore cares about the students themselves. In turn, this caring is reflected by students in their motivation to learn, to want to know what the teacher is trying to teach. This kind of enthusiasm, which shines forth even from the shyest personality, is amenable to



development and nurture. One need not be born with a full-blown "talent for teaching" but rather a talent for caring.

But again we must look to relational settings to provide the basis for such development. Among these, colleague support and affirmation rank high. Once upon a time, when there seemed to be time, more seasoned colleagues attended the lectures and seminars of the younger faculty. But as we rushed into the era of independence and super-specialization, and as we resented criticism as an inroad upon our academic freedom, we protested such patronage or, alternatively, authoritarianism. You do your thing and I'll do mine, and no one knows better than I just what my thing is. No one but the students, perhaps.

At first the students followed suit: they informed us that what they wanted to learn should be up to them, that they knew best what was really important. The young have always been accurate imitators of adult behavior, but somehow we failed to get the message or see the truth. The next step, when students could not always bring their teachers to terms simply by asserting their right to decide the nature and direction of a course, was the development of the student evaluation—of a course, and often of the teacher as well. How we reacted to the first of such proposals! We had been taken. No sooner had we gotten the department elders off our backs then we had to contend with students as judges!

How on earth we ever thought that a teacher could perform his function in isolation I will never completely understand. But that is what we tried to do, and some even appeared, on the surface at least, as if they might have been about to accomplish just that. Of course it didn't work;

it couldn't work. And it will never work. In the meantime, some sort of student evaluation continues. It has always been present informally, and in many places it has become a formalized part of the scene. I believe it has a valid place and should be sought out. But I do not believe that this should be the only source of teaching evaluation. Interaction with colleagues can be a vital and revitalizing influence on teaching and on teachers. Again, this may occur in varying degrees of formality—from the informal exchange of ideas to the more formal means of self-evaluation and helpful other-evaluation. Such interactions may be difficult to bring off in very large departments or colleges, but in an institution such as Mary Baldwin I should think it would be both feasible and valuable. Indeed, if some of our quality, smaller institutions would take the lead in rediscovering the community of scholars, they might be able to develop some momentum which larger institutions could emulate and adapt for the benefit of their faculties.

I see these aspects of evaluation as ways to encourage articulation of goals among teachers and between teachers and students. For only when a teacher is part of a larger plan can she develop the inner confidence and sense of belonging which are necessary prerequisites to the enthusiasm we have been talking about. Any one can force himself to do something over the short run, even if it is not especially to his liking or if it does not fit in with the broader goals of an institution. But for the longer run, there must be some positive interactions which value and respect the individual teacher's special talents and personality while also providing an encompassing framework in which larger groups of teachers may act to realize common goals. It is this sort of colleague trust which enables the

individual to gain the security and affirmation which are necessary preludes to the ability to turn oneself outward for others. When such relationships obtain, then the teacher is freed from herself to devote her energies to the accomplishment of broader and deeper educational goals. This freeing is made manifest through enthusiasm for what one is doing, through energy to do the work, and through caring about that work and the others who must necessarily be an integral part of it, that is both students and other faculty.

My third component of teaching, one which seems to be of foremost concern in the minds of teachers everywhere, is time. Most of us have concluded or are in the process of concluding that we are working harder per hour and working more hours while not gaining a proportional return on our emotional and physical investments. I see two streams of activity which have heightened the problem of time. One is the increased participation by teachers in committee activity along with the blossoming of large numbers of committees which probe everything from the size of the soap bars to details of college policy. Every group is attempting to provide formal channels for interfacing with every other group, and the number of combinations and permutations is virtually endless. Another major inroad on time has come about in relation to course content and teacher enthusiasm or lack of it, namely, the burgeoning of independent study projects or, more accurately, supervised solo study. I think it is time, if not already past time, to reevaluate the educational objectives both of the institution and of independent study. When we passed from the idea that independent study should be reserved for a few bright and creative students who had gained maximally from the classroom experiences available, to the notion that almost any student could opt for this type of study, we put an immense burden upon an already hard-working faculty. As scholars we are caught between planning and guiding a student in such a project at a level which will communicate not only content but also method, and letting the student just gain some experience which may abrogate our own commitment to excellence in teaching.

There are enough untoward results of the widespread availability of independent study that the plan bears a thorough reevaluation. For example, what happens to classroom teaching? It is likely to be viewed as the poor cousin of independent study; it gets a bad press. Teachers who are conscientious about their students who are attempting independent study projects find their time for classroom preparation compromised. For both students and teachers, the relative gain in one-to-one encounters results in a loss of group interaction: each is subjected less to the continual evaluation of progress by the class. There may be a tendency to become less accountable for one's



teaching or one's learning. At the graduate level, where independent study is the norm for doctoral students, there are checks and balances for the process: student research seminars to the whole department at regular intervals, judgments by journal editors on the quality and quantity of work accomplished, evaluations by thesis committees and several examining committees along the way. Even as many graduate students fall by the wayside undergoing these rigors, surely we should not expect large numbers of undergraduates to have a highly developed aptitude, motivation, or preparation for independent work. In foreign universities where the undergraduate thesis is a requirement for first class honors, remember that the student has spent a full three years immersed totally in a single discipline.

But my concern is for American undergraduates, and primarily for those in liberal arts colleges who, not having plumbed fully the opportunities for classroom learning, attempt to substitute the independent project. By definition, the expectations for what can be accomplished must be attenuated, and too often neither the teacher nor the student has sufficient skill in designing or evaluating projects which maximize the learning experience. The temptation is then to accept effort in lieu of performance. Additionally, the student has lost the benefits of group criticism, approbation, and sustenance. So has the teacher. Opportunities for revelation are minimized, and the dynamic of the classroom may suffer as teachers are drained and students become even more isolated from broader educational objectives.

So I think we need to regroup. We need to state what it is we are trying to accomplish and then see how those goals can be maximized for the largest number of teachers and students. This does not mean that all independent study would be abandoned, but access to this form of teach-

ing and learning would be placed in careful perspective for those involved—and that perspective must include a consideration of the losses which might accrue to classroom teaching—losses to the student undertaking independent work, to the students in the classroom, and to the teacher's effectiveness in the classroom.

These three considerations—content, enthusiasm, and time—certainly have their impacts, singly and collectively, upon classroom teaching. Would that we could conquer them all and produce some educational Utopia! But we won't, of course, and that is really part of the joy as well as the frustration of being a teacher. We all do a certain amount of wheel re-inventing, but we all hope that some of our efforts may light up other minds around us so that they may discover themselves and go on to inspire still others. We need to count ourselves a part of the evolutionary process; but we can only do this in relationship to a larger framework—a framework made up of other human beings.

So far, I have considered certain factors related to classroom teaching which are generally applicable. They apply to the teaching of both young women and young men.

Now let us look at the *other side of the coin*. What can be said about the teaching of undergraduate women which is related to their being women instead of men? What are the special concerns, constraints, and possibilities which arise from teaching in a college for women?

To gain some understanding of what is involved in teaching women, it is first necessary to have an appreciation of the developmental tasks of young women of customary college age—the years of late adolescence and early young adulthood. Using Erikson's epigenetic diagram as a springboard, let us first consider the attributes of these two stages of psychosexual development. For each phase of development, from cradle to grave, Erikson has identified a pair



of descriptive terms which represent the paradox or tension which must be worked through in order for development to progress. Psychological strength is gained in proportion to a favorable ratio between the two tensions.

Let me illustrate. The task of adolescence is learning to cope with the tension between identity and role diffusion, which implies that one must learn who he is as well as who he is not. The task of young adulthood is that of handling the tension between intimacy and isolation and, again, one must deal with both in order for growth to take place. For the individual to be able to interact in society, the ratios must eventually favor identity, emerging from adolescence, and intimacy, emerging from young adulthood.

I should perhaps define the term intimacy here since I will be using it often. Intimacy refers not only to intimacy with others (and this not restricted to sexual intimacy by any means) but also to intimacy with ideas, nature, and things, and to intimacy with oneself—one's inner resources and talents, and the range of one's excitements and commitments.

In the college environment we are concerned with the tasks of both adolescence and young adulthood, albeit we generally refer to college-age youth as being a combination of late adolescents and early young adults. Thus it is necessary to consider both of these phases of development if we are to try to understand the needs of students in the college setting. Further, I would submit that boys and girls, young men and young women, pass through these two phases quite differently: the boy sequentially, as described by most developmental psychologists who are essentially male-oriented; and the girl rather more simultaneously, a phenomenon often observed but never thoroughly investigated or articulated. By the time both reach adulthood they are both back to the same kind of developmental progression; in the meantime, the concerns of the two sexes differ markedly as do their means for seeking resolution.

What I am suggesting is that the girl actually utilizes her developing capacity for intimacy in order to form her identity. Further, this pattern of development has implications with respect to both the academic and extra-academic environment of which she is a part. Exposure to a diversity of courses and activities is a first step toward providing a setting which maximally supports this developmental pattern. For only as her horizons are expanded can a young woman test and evaluate her options and learn to know who she really is in terms of her talents, capabilities, and interests.

Far too often a college woman is placed into one of several closely defined "career tracks" such as home economics or elementary education—programs which stunt her growth by suggesting a rather low stratum of potential which is mostly consistent with the idea that she will marry

and "need to use" her training only until then or until the first baby arrives. If, on the other hand, the educational philosophy of an institution is expressed through programs which assume only that the young woman is searching and integrating but has not necessarily decided on the exact means by which she will find herself, this will permit the idea that there are still choices to be made by normal young women at this time of life, as indeed there should be.

Since the young woman uses intimacy in order to learn something of her identity, other kinds of diversity are also contributory. For example, the girl tends to form strong friendships with other girls in what has been described as "serial, episodic, intimate two-somes," and she utilizes these in order to learn something about herself and about the way others of her age respond to her. Thus another element of the college environment which is critical to her optimum development is the presence of other young women—a population whose backgrounds, interests, talents, and aspirations are of great variety, along with structures which facilitate interactions among these many sorts of people. Such interactions—in classes, on the playing fields, in the dormitories—provide opportunities for the young woman to sort out elements of individuality and elements of identification in order to form her identity.



One of the young woman's most difficult tasks, however, is that of integrating her sexuality with her emerging identity, tasks which meet head-long under the name of competence. While it is during this time of life that a young woman must face on her own the kind of person she wants to be and realistically can aspire to be, it is also a time when sexuality and identity meet in vigorous confrontation in our culture. All too often the young woman, at this crossroad in her life, feels a cross-pressure between being

an accomplished person and being female. Which way shall she turn? If she denies her newly-found capabilities, the waste has begun. If she accedes to them, she is often beset by feelings of guilt and unworthiness which can hinder her full development and lead to a fear of success. For far too long, competence for a woman has been societally approved solely in biological terms, with the result that there is little encouragement for the young woman to seek achievement in non-biological realms. And indeed, there are innumerable and very real barriers provided for those who attempt to do so. Yet the college years are critical years in the total process of the development of a woman's talent, and of the momentum and self-assurance which are necessary for the actualization of subsequent achievement.

The apparent dichotomy which reinforces the cross-pressure cannot be taken lightly: one's femaleness is a very real presence. Thus either denial of one's talents or denial of one's sexuality can be expected to lead to difficulties of personality integration whether they surface consciously at an earlier or later time in life. Sadly, the question of competence appears to be an either/or choice when, in fact, for everyone, it must be a true integration and rationalization of all aspects of the individual. But in order for this to occur, the young woman must be able to view competence in a wider spectrum of options at a time when she is receptive and capable of making mid-course adjustments. Males do not face this same set of problems. Expectations for their development reside primarily in career choice which is not dependent upon their biological design or function. Rather the integration of male talent and sexuality is accomplished through the resolution of concerns of autonomy rather than those of competence.

In most college settings there are two factors which operate to generate or continue applying the cross-pressure. The presence of men students provides a continual and not always subtle reminder that the young woman's collegiate task is to find a suitable mate, to become eventually a wife and mother, and in the interim to experiment sufficiently in male-female relationships on the supposition that this is a necessary prelude to fulfilling the expectations society has for her. To the extent that she minimizes her interpersonal relationships with other young women in favor of young men, she will bias her ability to learn something of herself in terms of her talents, capabilities, excitements, and commitments at a time and place presumably set aside for such growth.

In another dimension, while she is being attracted to her career as wife and mother, what examples does she have before her to balance her assessments? Where are the adult women in her environment? What are they doing? If they are competent, are they treated with fairness and respect by their colleagues, or is their life a major struggle for professional survival? The influence of women faculty

and administrators who are ever present in the environment, as well as the women guest lecturers whom the college places in prominent view, cannot be under-estimated in the developmental process of young women, especially at this turning-point time of life. The young woman who has few adult women in her college environment suffers from a lack of models for achievement in non-biological terms. She cannot fail to get the message.

Recent studies indicate that these two variables, men students and women faculty, are indeed strongly associated with career achievement of college graduates who are women. In an analysis of the undergraduate backgrounds of 1116 women, chosen at random from three editions of *Who's Who of American Women*, it was found that graduates of women's colleges were twice as likely to be cited as were women graduates of coeducational institutions. The conclusion was valid for each decade of graduates over a 50-year period, as well as for the 50 years as a whole. While a number of variables were studied in relation to this finding, the most striking was that between the number of women faculty and the number of career achievers. Actually, the number of achievers/number of women faculty was the same for both the women's colleges and coed colleges; but the women faculty/women student ratio in the women's colleges was almost twice that found in the coed schools. The correlation coefficient calculated for the number of women faculty with respect to the number of women achievers was positive and highly statistically significant. That is, the greater the women faculty/women student ratio, the greater the output of career-successful women. Conversely, the greater the percent of men students, the smaller the output of career-successful women—also a highly statistically significant correlation, but negative.

These data indicate that, in any type of college, the role model function of women faculty is indeed critical for the optimum development of women students. In the classroom setting, and outside it as well, the presence of women faculty has a major influence on the lives of women students. This is not terribly surprising when you stop to think about it; but academic administrators have not been thinking about it, nor has it previously been put to a rigorous, analytical test. Thus, any discussion of classroom teaching

for women students must rightly include the concern for an adequate supply of women faculty. Hopefully, these faculty women will also represent a diversity of academic fields and accomplishments so that women students may view non-biological achievement in a wide range of settings. Only as this is available in a concentrated form on an everyday basis can the young woman begin to gain an appreciation of the many ways in which it is possible for a woman to integrate her talents and her sexuality.

And remember, there are lessons to be learned from everyone—those who are at ease in their lives as well as those who are struggling; those who are unmarried and those who are married, with or without children. In addition, the way in which women faculty and administrators are treated—the colleague respect, their advancement—is also perceived by students, and bears a relationship to their own developmental directions and assessments.

Other concerns which relate to the psychosexual development of women students may be found in the realm of performance assessment. Self-confidence and self-esteem, which we put forth as being worthy concomitants of the educational process, grow out of successful performance which, in turn, predisposes to further achievement. In addition, in order for performance to be valid in a socially useful context, there must be criteria established for what constitutes successful performance, and some means for assessing performance apart from the self. Performance assessment is particularly relevant for young women who, as we have suggested, are not customarily affirmed for successful performance except in biological terms. Thus, concerns for avenues which aid in the development of self-confidence and self-esteem are of special concern in the education of young women.



What kinds of diversity, and hence opportunities for intimacy, are helpful in building self-confidence? The more opportunities the young woman has available for intimacy, the greater her chances of discovering those areas in which she has talent, interest, and ability to perform. In the academic realm this leads to a consideration of academic evaluation, a most difficult but important matter in the development of achieving women. Here, regardless of the particulars, it can be suggested that academic evaluation should be sufficiently frequent, structured, and precise: frequent because this again increases the chances for successful performance and also permits adjustments while they can still be effective; structured because the young woman can grasp her progress incrementally and can utilize the guide posts in order to learn to assess herself; precise inasmuch as overly harsh evaluation can be expected to communicate a lack of competence, while overly lenient evaluation cannot contribute to the student's ability to assess her competence accurately. Thus imprecision can lead to errors in identity formation. Coupled with academic evaluation is the need for first-rate academic advising. I appreciate that the advisory role of adults has been shunned by the young in recent years, but I am also acutely aware that this has had tragic, negative effects, especially where young women are concerned. While the result of poor or minimal advising may not appear to be particularly detrimental during the college years, the long-range effects may be disastrous to the young woman.

Additionally, they may produce needless losses of talent to the society at large and contribute to the lack of stability of societal structures. As more young women expect to contribute to the world around them in an increasing number of ways, the advisory role of faculty in undergraduate colleges should be consciously and conscientiously strengthened.

Jessie Bernard, the well-known sociologist, recently stated that, in today's world, most young women only begin to come to terms with themselves by the age of 35. That seems like rather retarded development, but I believe that the women's colleges are ideal environments for maximizing the opportunities for development, and for the integration of talent and sexuality which must occur before a young woman can become a fully contributory adult. A large measure of this can be accomplished through careful and thoughtful advising along with equally well thought out academic evaluation. These are large orders, but if they cannot be effected in the setting of the women's colleges, it is difficult to imagine that faculties and administrations of coeducational institutions would be persuaded to expend their energies and budgets to do so.

Other realms for performance are those embracing extra-curricular activities. Not only does diversity here provide opportunities for intimacy, but also opportunities for successful performance and its derivative, self-confidence. Extra-curricular activities also permit varying degrees of intimacy, including that gained from the holding of leadership positions or merely from belonging. Perhaps even more important for young women, however, is that such endeavors have the potential of expanding tremendously the means by which she can learn a great deal about herself—how she gets along with other people in a congenial setting, both peers and adults; just how much talent she has—for dramatics, field hockey, or writing poetry; how much responsibility she is willing and able to handle. She perceives the assessment of her performance in these areas more readily as being objective, and there is a different kind of pressure from that often associated with academic evaluation. Yet the self-confidence learned on the hunt course can be at least partially transferred to the classroom, and thus the relationship between the extra-academic and academic should be reinforced and brought into concurrence with the overall development of the individual. What goes on in the classroom is but a reflection of what goes on in our total life, for faculty and students alike. These facets of life are not separable, and that is something we must all be aware of, both for our students and for ourselves.



Finally, while the considerations of classroom teaching—content, enthusiasm, and time—relate more to the teacher, are all certainly important if we are to carry out our life's work to the best of our ability, the considerations of feminine development which relate more to the students may be equally or even more important as we identify ourselves, not just as teachers, but, as teachers of young women. To be effective as both we must first understand that the essence of education for women is the recognition of basic differences between young women and young men at this time of life, and the desire to work in harmony with these developmental differences rather than forcing both sexes into a common mold which is that traditionally determined by and for males. Further, I think it can be amply demonstrated why the education of women in women's colleges can be expected to provide the society with more talent than can emanate from coeducational colleges. Theoretically, of course, coeducational colleges could espouse far more of the necessary attributes than they currently do, and it is to everyone's advantage to encourage them to do so. The women's colleges can help a great deal by providing leadership, not only by example but in many active, outreaching ways as well.

I would suggest that, the more society accepts women and recognizes the contributions they can make, the more it will become apparent that the women's colleges are most efficiently geared to producing women achievers. For it is in such a setting that young women can find a total environment conducive to their optimum growth—friends, activities, a manageable size, an abundance of women role models, and teachers who are not only concerned with their teaching but who are also aware that they have a vital and critical role in the wider society by virtue of their being teachers of young women.

*A teacher who never was vexed
By the content or style of his text,
Was informed by the lasses
Attending his classes
He still had to learn about sex!*



"MISS FANNIE"

FANNIE BARTH STRAUSS

May 16, 1892 – November 12, 1973

PROFESSOR EMERITUS OF GERMAN AND COMPARATIVE LITERATURE

GRADUATE OF MARY BALDWIN SEMINARY'S FIRST ORGANIZED CLASS, 1912

MEMBER OF THE MARY BALDWIN HONOR SOCIETY

TEACHER OF LATIN, MATHEMATICS, GERMAN, COMPARATIVE LITERATURE
AND MYTHOLOGY OVER A PERIOD OF 50 YEARS

ADVISOR TO *The Bluestocking* FOR 35 YEARS

TREASURER OF THE MARY BALDWIN ALUMNAE ASSOCIATION FOR 44 YEARS

MEMBER, DELTA KAPPA GAMMA

WHO'S WHO AMONG AMERICAN WOMEN, 1959 EDITION

DIRECTOR OF THE RELIGIOUS SCHOOL AND TREASURER, TEMPLE HOUSE OF ISRAEL

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